



WORKSHOP

Reflecting on the COVID induced transition from paper-based to digital assessment

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WORKSHOP MODE

Hybrid mode during Perth business hours

OVERVIEW OF WORKSHOP

Participants will share knowledge and experience related to digital assessments. Best practices and effective strategies to minimise academic misconduct and to design quality digital and online assessment will be explored. Topics include: individualised assessment considerations; do digital questions need to be different from paper questions? strategies to ensure an equitable online assessment experience; promoting academic integrity in an unsupervised exam setting; project-centric assessment - can we get rid of exams altogether?

ACTIVITIES

This workshop will be conducted as a “World Cafe” style discussion by topic. Through open and group discussion, participants will share their own experience while learning from others about this difficult period of transition. This session will provide them with opportunities to reflect on what did and did not work in assessment and enable the development of strategies to take forward into future assessments. Groups and facilitators will share discussion summaries to conclude the session.

TARGET AUDIENCE

Educators, lecturers, and support staff involved in online or hybrid delivery.

OUTCOMES

At the conclusion of this session participants will have: shared views about practices across institutions; discovered new strategies to implement successful digital assessment in their own delivery; highlighted aspects of digital assessment that require further investigation.

REFERENCES (OPTIONAL)

Engineering Educational Design team (2020). *Experiences of Assessment During COVID-19*. Unpublished manuscript. Faculty of Engineering, University of Monash. Retrieved from <https://tinyurl.com/7j4u97m2>

KEYWORDS

Digital assessment, online assessment, academic integrity, COVID response

PRESENTERS' BACKGROUNDS

Nik, Foez, Michael and Yogita are Educational Designers in the Faculty of Engineering at Monash University and Professor Julia Lamborn is the Faculty's Associate Dean of Education. Together they led many of the transition initiatives to online learning during 2020-21, advising and collaborating with academics on technology and pedagogical solutions.